



IB Students Abroad—Two IB Students share their trips

A Semester in Spain

My Foreign Exchange Experience—by Emily Padgett '13

Because I have traveled thousands of miles to the ancient streets of Rome, eaten mangos from street vendors in Mexico, run at the original Olympic Stadium in Greece and explored Argentina's Pink House, I thought I knew what adventure was. However, looking back on my view of adventure then, compared to the one I have now it seems as if I was wandering in the dark. Andre Gide, a renowned French author and Nobel Peace Prize winner once said "It is only in adventure that some people succeed in knowing themselves and finding themselves." While studying abroad in Alicante, Spain this fall, I have succeeded in not only traveling to the other side of the world, but I have also taken a trip inside my heart, mind and soul.

Each morning as I walked to school, I felt the ancient cobblestones of Alicante through my sneakers. During the hour it took to get to and from school every day, I had the chance to absorb the unfamiliar atmosphere, and think about who I was becoming. For 3 months, I had the opportunity to be utterly out of my element. I immersed myself in the Spanish culture, living, laughing and struggling with a language other than my native tongue. Even though I attended a bilingual, immersion elementary school for 4 years and speak some Spanish at home, I was still wonderfully lost in the

(Continued on page 6)



My Spanish class

Building a School Cafeteria in Peru

My CAS Project—by Breanna Miller '11

Overall on our trip to Peru, we took six flights, one boat ride (round trip), countless bus rides, multiple hikes, a bike ride, and a train ride but the experience was more than worth the hours, maybe days, spent traveling.

While in Peru, I, along with seven other DC students and two DC teachers, experienced the culture, people and history of Peru. We also completed a service project in the form of building a cafeteria for a poor elementary school.

Some of my favorite experiences were the food, the people, the project, and Machu Picchu. The food was amazing, although soup is served with literally every dish and meal except for breakfast. The people in our host village were welcoming and sweet to us. I had a wonderful experience with my host family and I am planning on keeping in touch with them through letters and hopefully another visit in the future. I had two little sisters, Mariel and Claudia, ages 4 and 7. The oldest of the two would point to an object and I would learn how to say it in Spanish and she would learn how to say it in English. She also braided my hair one night after dinner while we all played "Mrs. Suzie", the old hand shake game that I used to play as a kid. Both of my sisters also loved having tickle fights. My host mom was ex-

(Continued on page 8)



The cafeteria that we helped build, almost finished.
(Ollantaytambo, Peru)



Coordinator's Corner

by Dr. Steve Fleet, DCHS IB Coordinator

Get Moving!

Douglas County High School's award winning dance instructor, Judi Hofmeister, connected Theory of Knowledge students and a handful of Rock Ridge elementary students with APEX dance studios. The result was a program called "Dance through History" that emphasized the connections between motion and knowledge.

In this connection, that emphasizes our understanding of ourselves as physical beings in the world, emerged a sense of risk-taking and balance, communication and thought that most fundamentally served as a reminder that learning is fun.

It is fun because it is about being in the world and about interpreting our relationship with others in the world. The links between body and mind, between motion and learning remain as essential today as they were to the earliest civilizations. They continue to be as important to school age children as they are to infants. Movement requires the mind to consider new perspectives; it provides the individual with a sense of control amidst endless possibility. Movement promotes memory and creativity. Dance reminds us to value our bodies as the means by which we stay connected to our world.

As we move through the winter months we will do well to embrace every opportunity to develop our sense of dance. This means more than moving our fingers over a keyboard and

requires our idea of movement to extend beyond a mere means to get to our next class.

When Dr. Funk hosted over 30 schools from around the Front Range for an IB conference that emphasized the use of technology, her talent as an instructor became all the more evident when she provided opportunities for the participants to move and to interact. When Theory of Knowledge students present ideas at elementary schools they encourage movement and interaction and in those moments, education seems to be at its most authentic. The combination of play and learning must remain and must be seen as all the more essential in a rigorous curriculum.

When you have a paper to write the most valuable steps you take might be in a walk that clears your mind

Physical education remains essential and should not be confined to gymnasiums and fields. When you

have a paper to write the most valuable steps you take might be in a walk that clears your mind and offers you new perspectives.

When you have a group project, consider interactions that enable you to communicate beyond the convenience of texting and the internet. Over twenty years in the classroom have convinced me that students who actively seek opportunities to connect what they learn to who they are make the most of their education. These students make learning fun and make their sense of play an essential part of who they are.

IB matters

HuskieIBPO.com

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Class of 2012 IB Orientation & IB Grad Panel

Tenth grade students and parents attended the annual 10th grade IB Orientation night on January 6th. This open meeting covered the “extras,” primary components of the IB program that these students will begin in the 11th grade. As a bonus, they were treated to the insights of an awesome panel of past DCHS IB graduates who are now in the midst of their college experience.

Dr. Fleet opened the meeting with a brief discussion about the benefits of the IB program. He stated how universities perceive IB students as being able to manage tough courses and being able to “stick with it” through challenging curriculum. He followed this with an overview of the much-loved Theory of Knowledge course that all IB students take in the second semester of the junior year and fall semester of senior year. Besides the interdisciplinary nature of the course related to different kinds of knowledge and varying perspectives, he emphasized how it teaches students to approach subjects on a personal level, asking themselves “What does it mean to me?”

Following Dr. Fleet, the team of Mrs. Clever and Mr. Umbach discussed both the Extended Essay and the CAS requirement. The two Social studies teachers are Co-Coordinator for both these IB activities.

The Extended Essay is the preface to

writing college papers at 4,000 words. It allows students to set their own personal goals and achievements enabling students to get to know themselves while giving them an idea what college level work is like. Students pick an advisor who is a DCHS teacher and their own topic (out of 27 categories). This gives them the freedom to investigate something they are passionate about. With the essay process beginning in winter of junior year and due early in the senior year, there are four milestones in the process. A central part of the process is the summer 4-day Essay Workshop that is held at the University of Colorado Denver campus where students are introduced to the proper way to research a paper. No Google or Wikipedia allowed!

It is a good idea to start jotting down ideas now to reference next year so you have a list of options and do not have to scramble to find a topic.

Mrs. Clever and Mr. Umbach then presented an overview of the CAS (Creativity, Action and Service) requirement. At least one large sustained collaborative project is required for CAS. It must incorporate two of the three areas. This is a way for students to make connections to the community, reflect upon their learning and become a risk-taker. An audience member asked if non-IB students can participate in the collaborative project. Mrs. Clever responded this was a great way to get others involved, so, yes, non-IBers can participate.

Other questions from the audience were:



Q: What if you do not meet the 150 required hours?

A: In order to receive your IB diploma, you must have at least 150 hours. In the 10+ years we have had IB at DCHS, no one has not met this requirement. In fact, most students end up vastly exceeding the number of hours, some with more than 400 hours.

Q: If there are costs involved in your project, are those the student's responsibilities?

A: Yes, any costs incurred are the responsibility of the student. In the past, students have received donations from the community to cover costs and materials.

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Our IB Grads Return for Panel



Shane Becker—Colorado College

Cody Monroe—U.S. Naval Academy

Mitch Whitus—CU Boulder

Tamara Thevarajah—CU Denver

Caley Follmer—CSU

Dani Chelin—CU Denver

Riya Muckom—Colorado School of Mines

Emerson Steinberg—Chapman University

IB Grad Panel

(Continued from page 3)

Q: Can you use your “regular” activities to fulfill some of the hours?

A: Yes but they cannot exceed more than 30 hours in any one category.

Students may begin CAS activities the summer prior to their junior year and must conclude in March of the senior year. More CAS information is available on the Huskie IBPO website at www.huskieibpo.com.

The highlight of the evening, however, was the annual IB Graduate Panel, where past IB students return to discuss the impact IB had on their college experiences and activities. Eight students appeared on this year’s panel.

The majority of the panel represented in-state colleges with most of the students entering college with a year of credit. Three students indicated they did not receive any credit at all due to the school they selected. It was mentioned that most Colorado state schools offer at least 24 credits towards graduation to those with an IB diploma.

Of the benefits provided by the IB program, the most frequently mentioned was the emphasis on writing, which allowed them to tackle college papers without the fear other students encounter.

Each student presented lists of their extra-curricular activities while at DCHS, and as a group stated that this was common among all IB students. They emphasized that in no way does IB preclude involvement in whatever activities interest you. The group included two members of the DCHS football team, track and cross country members, a Castle Rock Teen Court participant, choir members, one person held an almost full-time job, the past president of the Thespian club at DC, a past FBLA officer, a four-year participant in marching band and all were National

Honor Society members. The students also stated their Extended Essay topics, further impressing the audience.

When taking questions from the audience, the group was evenly split on the paths they took in math at DC. Half of the group took High Level math and half took Math Studies. In general, it was agreed that Math Studies adequately prepared you for college and, as long as you were not planning on majoring in a math based career, did not hinder your acceptance into top universities.

Another question from the audience on which almost the entire group agreed upon was regarding their preparation, or lack of, for the SAT and ACT standardized tests. Of the eight participants, only one said he actively studied for the tests, stating, “My mom made sure I studied for the tests.” This produced much laughter from the audience.

There was interest from the audience whether the grads felt IB was “worth it” or if they look back and think they should have, or would have been in the same place if they went the AP route. Unanimously, the panel said that AP is not a “program.” A great analogy given was that AP is like dining ‘al a carte’ vs. IB giving you the ‘full meal’ of education.

The group stayed after the event talking to students and parents individually and giving advice.

And their advice to those entering the program?

Don’t be afraid to take a chance on a course offered

Take it one day at a time

Get involved!

Remember—It will be OK

Do it for yourself

When looking at colleges, don’t just look at the “name brand” schools; explore all types of schools and choose the one that is best for you.

Do you “Like” Huskie IBPO on Facebook?

If you have a Facebook account, consider “liking” the Huskie IBPO. The page contains upcoming events, scholarship opportunities, advice and deadlines. The easiest way to join is by visiting the IBPO web site, www.huskieibpo.com, and clicking on the link on the home page.

Choose “Like” for Huskie IBPO on Facebook!



[Huskie IBPO on Facebook](#)

IB Spring Dance Performance
Pandora’s Odyssey
“Greek Mythology in Movement”
Thursday & Friday—March 31st & April 1st
7:00pm

DC Auditorium

Tickets:

\$8.00 / adult

\$6.00 / student, senior, child

For advance tickets, contact:

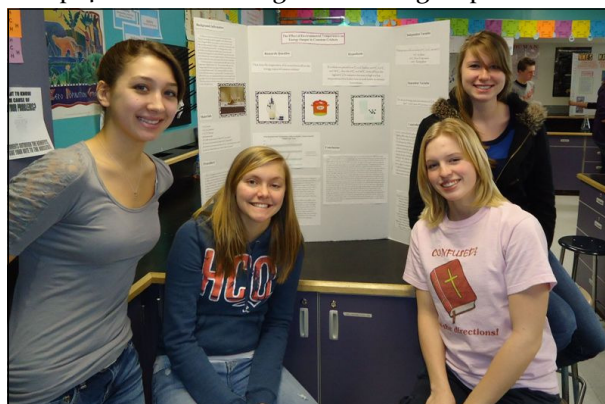
Judi.hofmeister@dcsdk12.org



Group 4 Science Investigations

On January 26th, IB Science students displayed the results of their Group 4 science investigations in a group session held after school in the North Commons. Each year, IB students, as part of their science class choice, complete a project referred to as their Group 4 project: one of the IB internal assessments for science. The Group 4 designation refers to the fact that Experimental Science is the 4th Subject Group of the IB curriculum that all IB students must complete.

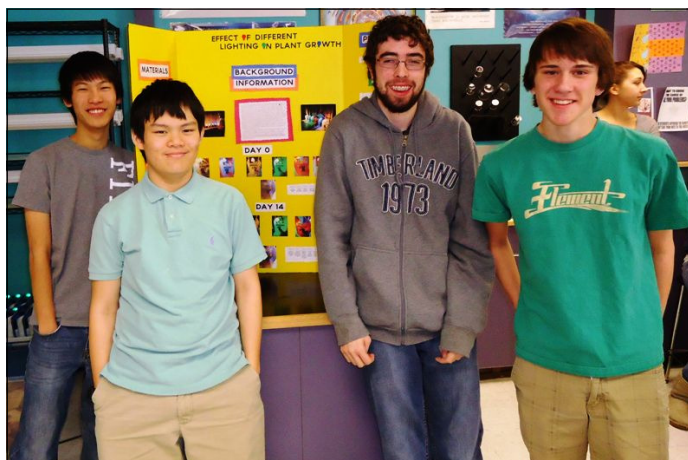
The Group 4 project includes all of the IB sciences. The project involves student groups designing conducting and analyzing an experiment on a topic of their choice, though it must relate to the overall topic. This year's topic was "Energy" and students share the results of their research in a poster session format. As part of a peer review, all those attending were asked to critique the displays, evaluating them on organization, visual format and science content. They could also comment on anything they thought was especially positive about the project.



Becca Pieseski, Erin Braford, Krysty Chennaux, Lauren Hayden with their "The Effect of Environmental Temperatures on Energy Output in Common Crickets" Group 4 project.



Kayla Goodison, Richard Meyer, Amiee Bancroft and Felicia Leonard with their "How does Music Affect Energy Output in Mice" Group 4 project



Matt Park, Andrew Huang, Andrew Jones, and Matt Gartner with their "Effect of Different Lighting in Plant Growth" Group 4 project

ACT TEST DATE AT DCHS—April 27!

Juniors take this test; all others have a delayed start!

All DCHS Juniors will take the state-mandated ACT exam on Wednesday, April 27th at school. The test will be held from 7:20am—11:20am. A make up example will be held on May 11th. There is no cost for taking this exam.

Please note that the ESSAY portion of the ACT will NOT be included. Some colleges will accept the ACT without the essay but more colleges are requiring this. Check the web site of the colleges in which you are interested. If they require the essay portion, make sure to register for a second ACT test that includes the essay. To check dates and register for a test, visit:

<http://www.actstudent.org/index.html>

On this day there is a delayed start for all other grades who are asked to arrange their own mid-day transportation to school and eat lunch before arriving.

Juniors will register for the test in Connect on March 29th & 31st.

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speed, beauty and perfection of that lovely language. There were some classes in school in which I would simply listen to the way the Spanish pronounced their words, rolling them off their tongues with a grace that could only come with a lifetime of practice. I was excited when I began to speak with the characteristic Spanish lisp, and ecstatic when I began to pass my “lengua,” or language arts tests. My abilities to communicate my emotions and needs grew exponentially with each minute of hearing and speaking my second language. I began to create lifelong bonds with my Spanish friends, and also with the other foreign exchange students in Alicante. This offered me the opportunity to create bonds with people from across the globe, from Norway, Sweden, Germany, New Zealand, and Australia.

Through these new relationships I realized that although people’s languages, ways of dress, religions and customs are varied, each of us share the same core values: family, friendship, laughter, peace and love. On this very personal journey, I was not merely a tourist; I embarked on something richer and more profound that most tourists can’t even imagine, let alone hope to experience. Diving into that strange and beautiful culture has empowered me to get my priorities in order. Never again will I take for granted the simple beauties in life, like falling asleep in my own bed, being able to communicate how I am feeling or hugging my mom.



With Sophie in Seville

Perhaps the most significant lesson from this life-changing journey was the realization that the most rewarding things in life are the hardest. There were nights in the first month that I would lay awake, scared and crying because I felt alone in a way I could never have imagined before leaving. These feelings were a shock to my inner self, because being 15, I had never been alone before, ride the bus alone in order to find my own way in a strange city. I often thought to myself, “A 15 year old can’t even legally drive by herself in the United States of America, how is it possible that I can be in Spain, by myself, almost 4,000 miles outside of my comfort zone?” The first 10 days I was away from home, I cried

more than I care to admit to myself or my family, until I finally found someone who helped me find who I needed to become.

I met a girl from New Zealand, Sophie, who had already been in Spain for 9 months when I arrived. She was spending an entire calendar year in Alicante and I was in awe of the strength she showed me, staying in Spain for a year was something I can not even fathom. Sophie was who I wanted to become; she is an intelligent, mature, fun and beautiful girl who was somehow finding the inner strength to continue on in her journey of self discovery. She always looked at the positive side of our hard times, and showed me how to see the glass half full instead of half empty, like I sometimes did. We went to school, yoga and shopping together, spending nearly every waking hour together. We got the chance to travel together to Seville, and one of my proudest moments of my adventure was organizing the entire trip, and being trusted by my host family, my Spanish family and my real family to travel with Sophie. She changed me, showing me how to laugh and have fun, while suppressing the ever-present ache in my heart for my family and friends. We took advantage of every moment together, learning and living throughout our great adventure.

Taking advantage of my time in Alicante showed me who I am, and a look at whom I will become. I found out that I can thrive in a completely alien culture. I adapted to strange differences such as the fact that everything in the entire country closes down for 3 hours in the afternoon for a “siesta”, or the fact that we are to sit down, shut up and take notes in school for 8 hours a day, and never have discussions in class. I showed myself that when I eventually leave home again in order to start my own life, I have no reason to be afraid. Even though it seems like changes in my life are hurtling towards me at 1,000 miles per hour, I now know how to look forward to the strange and new experiences that are coming, because I know that there is so many more adventures left in life that I will be able learn about and explore.

**Do you have an Extended Essay Advisor yet?
Juniors!**

If you have not selected an Extended Essay advisor yet, you need to do so immediately. Several teachers are already “full.” Do not delay any longer asking a teacher to be your advisor!

SPRING COLLEGE FAIR

When: Sunday, May 1, 2011

Time: 1:00pm—3:30pm

Where: Lakewood High School

Visit with colleges and universities. Attend information sessions on the college selection process and scholarship sources.

A terrific opportunity for juniors and interested sophomores and their parents to start or further the college search.

*Thinking about Studying Abroad?
Emily answers some FAQs that could help!*

Q: What agency did you use to help you go abroad?

A: AYUSA Study Abroad.

Q: What did you have to do at DCHS to ensure you satisfied the State of Colorado graduation requirements so you didn't fall behind?

A: My counselor did a great job of transferring my credits. Most of the credits I took in Spain will apply to the DCHS graduation requirements. Since I am a future IB student, I will have no problem with having enough credit hours to be able to graduate.

Q: What is the best time to go abroad if you want to get an IB diploma at DCHS?

A: Since it would have been extremely difficult to go to an IB school abroad, simply because of the course work and the language barrier, I chose to go on exchange my sophomore year, before I entered into the IB Program. I think that as long as the potential student is mature and responsible, sophomore year is the perfect time to go.

Q: How do you choose classes at your school abroad?

A: My classes were selected by my program. Since the school system in Spain is so different than the USA (they chose either a math/science or a humanities track at 15), my classes were selected based on my application essays.

Q: How do you choose a host family?

A: In order to be accepted to the program, I was required to write various essays on who I am, what I wanted to accomplish abroad, etc. They chose my host family based on what I wrote about.

Q: How do you choose a location?

A: After being accepted to the program, I had a phone interview with the Spain coordinator with my program, and he chose the city based on that talk.

Q: What happens if you end up somewhere you are miserable? What type of support is provided?

A: AYUSA had a local coordinator at every city where students were placed. If there were any problems, we could call them day or night and they would be willing to help. I knew several people who switched families. The local coordinator was always there to help.

Q: How did you talk with your family and friends?

A: We bought an AT&T calling card, but I spoke with my family once a week on Skype for about an hour.

Q: Would you recommend this experience to others?

A: I think that a certain type of person is drawn to the study abroad idea. It is absolutely the hardest thing I have ever done, but its so rewarding. I think that if you are mature and responsible it is a great adventure.



Save the Date!
**4th Annual IB
Celebration**
Monday, April 25th
5:30pm–8:00pm

Come join us to celebrate our students'
achievements!!
ALL CLASSES SHOULD ATTEND THIS FUN
EVENT!

Raffle & Door Prizes
Learner Profile Awards
Senior Recognition
Entertainment-IB film & music
Food and drink

Parent volunteers needed for this fun event!

Contact:

Desserts:

Karen Lang-Pluto: kalangpluto@gmail.com

Prizes:

Laura Lewis: laura.lewis7@comcast.net

Set-up/Decorations:

Barb Reinhart: reinhart@mtnmfg.com

**The IB program at Douglas County High School
has extended invitations to 124 students for the
2011—2012 school year**

Academy Charter	1
American Academy	11
Challenge to Excellence	1
Cherry Hills Middle School	1
Cimarron Middle School	6
Core Knowledge Charter School	5
Castle Rock Middle School	14
DCHS	5
Mesa Middle School	43
Ponderosa High School	1
Rocky Heights Middle School	4
Sagewood Middle School	20
Sierra Middle School	10
Woodlands Academy Charter	2

This represents a 10% increase in IB program enrollment over last year. We look forward to the beginning of a great IB experience for each of these students. We sincerely thank the district high school and middle school staffs for their contributing efforts as students participated in the application process.

Our IB Students Abroad—CAS in Peru

(Continued from page 1)

remely accommodating and she made me tea and took care of me when I got sick.

Our trip was fun but building that cafeteria was hard work. We had to dig the trenches for the foundation with pick axes and shovels which had our backs and arms aching by the end of a work day and then we had to mix mud, which may not sound hard, but we had to mix enough to create a layer of mud in between every layer of rock or brick that we laid. It was extremely hard work but it was fun of all of us, especially the mud fight on the last day, and the reward was even better. Knowing that we were working hard and giving our time to helping someone else was all that I needed to get me out of bed every morning and to the work site. I'm sure the other students with me felt the same way about the work. We didn't get to see the project finished because the end of our trip came sooner than most of us wanted it to but the group that finished it after we left sent us pictures so we could see our hard work finished.

I think the best part of the trip was Machu Picchu. Half of our group hiked for two days on the Incan trail to get to the base of Machu Picchu and the other half of our group (the students that had gotten sick, including myself) hiked for a day on the Incan trail and then rode a train

the second day. On the third day we left our hotel at 4am to start the hike up 2,000 stairs to the top of Machu Picchu. On the way up Hayden Tornabene told jokes, made up stories and told the Amelia Bedelia stories for those of us that remember growing up with those silly stories. He kept us laughing and entertained and kept our minds off the 2,000 stairs we were hiking up, in the rain, at 4am. We were able to tour the ruins and even though the fog prevented us from seeing anything off

of the mountain I would say that we all had an amazing time. The hike, although difficult, was probably my favorite part of the trip. We worked hard to get to the top and the whole way we did it together, cheering each other on, telling each other stories and making each other laugh to ensure that we all got to the top together as a group. After the hike and our tour of the ruins we, thankfully, took a bus ride back to the bottom and a train ride back to our host village. All in all through the sickness and the occasional crabbiness and the hard work I'd say the trip was a

success and we all learned a lot and came away with a feeling of happiness and success with our project and all that we set out to do.



Our group with the principal of the elementary school where we did our service project.

IB Students "In the News"

Senior, **Tito Reinhart**, scored the Huskies' only goal of the game during the boys soccer playoffs against No. 7 Eaglecrest. He was unassisted in the goal.

(DC News Press 11/04/10)

Senior, **Richard Green**, scored a perfect 36 on the reading portion of the ACT. Seniors, **Abigail Halmes** and **Richard Barz**, posted perfect scores of 36 on both the reading and science portions of the test. And Senior, **Danielle Ufer**, scored a perfect score of 36 on the English portion.

(Your Hub 11/11/10)

The Douglas County 4-H Meat Judging team, of which Senior, **Danielle Ufer** is a part, placed fourth overall at the 2010 American Royal Stock Show on Oct. 23, 2010 at Kansas State University. In addition, Danielle placed seventh in retail judging, ninth in retail ID and was 10th overall individual.

(DC News Press 11/25/10)

Congratulations!

Freshman, **Sam Leon**, was a Silver winner in Creed Speaking representing DCHS in the North Central FFA District Speaking Contest.

In the same FFA District Speaking Contest, Senior, **Danielle Ufer**, placed Gold in Extemporaneous Speaking and was the district champion. Danielle will compete at the State level in Alamosa this coming June.

Junior, **Hayden Tornabene**, won the Castle Rock (Philip S. Miller) library photography contest this past December. Hayden's winning picture was displayed at the Starbucks at I-25 & Founders Parkway through the holiday season.

Senior, **Morgan Graham** and Sophomore, **Hadley Graham**, celebrated the Colorado State Cheer 4a/5a State win on Friday Dec. 3rd with the DCHS CO-ED Varsity Cheer squad. This sets a Colorado State record as no team in history has won the State Championship four times in a row.

GO IB!




IB/AP Exam Schedule for May 2011

2 8:00 AM AP Chemistry 12:00N AP Psychology	3 8:00 AM English HL Paper 1 (2 hr) 12:00N AP Spanish 1:00 PM Philosophy HL Paper 1 (2 hr 30m) Philosophy SL Paper 1 (2hr) Psychology SL Paper 1 (1hr 15m)	4 8:00 AM Philosophy HL Paper 2 (1 hr) Philosophy SL Paper 2 (1 hr) Psychology SL Paper 2 (1hr) AP Calc AB/BC 9:15 AM Philosophy HL Paper 3 (1 hr 30m) 1:00 PM Math HL Paper 1 (2 hr) Math SL Paper 1 (1hr 30m) Math Studies SL Paper 1 (1hr 30m)	5 8:00 AM Math HL Paper 2 (2 hr) Math SL Paper 2 (1hr 30m) Math Studies SL Paper 2 (1hr 30m) AP Literature & Comp 1:00 PM Music HL Paper 1 (3hr) Music SL Paper 1 (2hr 15m)	6 8:00 AM AP US History 12:00N AP European History
9 8:00 AM Math HL Paper 3 (1 hr) AP Biology 1:00 PM Chemistry SL Paper 1 (45 m) 2:00 PM Chemistry SL Paper 2 (1hr 15m)	10 8:00 AM Chemistry SL Paper 3 (1 hr) 1:00 PM English A1 HL Paper 2 (2 hr)	11 8:00 AM AP English Lang & Comp 12:00N AP Stats 1:00 PM Physics SL Paper 1 (45 m) 2:00 PM Physics SL Paper 2 (1hr 15m)	12 8:00 AM Physics SL Paper 3 (1 hr) 1:00 PM History HL Paper 1 (1 hr) History SL Paper 1 (1 hr) 2:15 PM History HL Paper 2 (1hr 30m) History SL Paper 2 (1hr 30m)	13 8:00 AM History HL Paper 3 (2hr 30m)
16 No Exams	17 No Exams	18 8:00 AM Spanish B SL Paper 1 (1hr 30m) Spanish B SL Paper 2 (1hr 30m) 1:00 PM Biology HL Paper 1 (1 hr) Biology SL Paper 1 (45m) 2:00 PM Biology SL Paper 2 (1hr 15m) 2:15 PM Biology HL Paper 2 (2hr 15m)	19 8:00 AM Biology HL Paper 3 (1hr 15m) Biology SL Paper 3 (1hr)	20 Graduation No Exams
23 8:00 AM French B SL Paper 1 (1hr 30m) French B SL Paper 2 (1hr 30m) French <i>ab initio</i> SL Paper 1 (1hr 30m) French <i>ab initio</i> SL Paper 2 (1hr 30m)	Theater—March 8-10 Performance and Prod. Presentation Theater-March 18, Independent Project Portfolio Theater- March 28, Research Investigation Dance- April 9 Art & Design-April 12, 7:30am-11:30am			

Parents: We will be asking for IB test Proctors and exam snacks in the coming months.

IMPORTANT!

Parents of Juniors!



IB Exams cost an average of \$700 per student. The fee for exams is due in the fall of your student's Senior year and is billed separately from any other fees assessed by the school district.

Plan ahead now for this cost! A late fee of \$50 is charged if your student does not register for the exams before the deadline. Fees are due when the registration is turned in. Scholarships are available for Free/Reduced qualifying families.

DCHS IB Calendar

FEBRUARY

17-19 Footloose 7pm
 21 **No School—President’s Day**
 22 IBPO Meeting Room # 1 North Building 6pm
 23 Parent/Teacher Conferences
 24-26 Footloose 7pm

MARCH

1-2 CSAP Testing
 7 **No School—Professional Dev. Day**
 8-9 CSAP Testing
 11 **NO School — In-Service Day**
 11-12 JamFest
 12 SAT Testing at DCHS
 18-19 Speech State Tournament
 18 IBPO Meeting Room # 1 North Building 6pm
 21-25 **SPRING BREAK**
 31 IB Dance Show 7pm (\$6 students, \$8 adults)

APRIL

1 IB Dance Show 7 pm (\$6 students, \$8 adults)
 7-9 All State Band
 9 IB Dance Assessments
 16 PROM @ Infinity Park 7:30pm-11:00pm
 17-19 FBLA State Conference
 20 **NO SCHOOL — Teacher Comp Day**
 26 DCHS Orchestra Concert 7pm
 27 ACT Test at DCHS
 28 DCHS Band Concert 7pm
 29 Last day of school for IB Diploma Candidate

MAY

1 Spring College Fair—Lakewood High School
 1pm—3:30pm
 2-6 Spring Arts Festival
 2-23 **IB/AP EXAMS**
 4-7 One Act Festival
 11 Senior Finals Periods 2, 4, 6, 8
 ACT Make-up
 12 Senior Finals Periods 3, 5, 7
 DCHS Choir Concert 7pm
 13 Senior Picnic 10am
 16 Theater Awards 7pm
 19 Finals Periods 2, 3, 4
 Graduation practice 1pm
 Honors Convocation 6:30pm
 21 **GRADUATION 9AM (No regular school)**
 23 Finals Periods 5, 6
 24 Finals Periods 7, 8 / Last day of school

Seniors

JUNE

6-9 **Extended Essay Workshop—CU Denver**
 Auraria Library



Douglas County School District
 Douglas County High School
 International Baccalaureate
 2842 Front Street
 Castle Rock, CO 80104